

**TEACHING AND LEARNING READING BY USING SKIMMING AND  
SCANNING TECHNIQUE OF ELEVENTH GRADE AT THE  
MA MUHAMMADIYAH BANDAR LAMPUNG  
IN ACADEMIC YEAR 2019/2020**

**A Thesis**

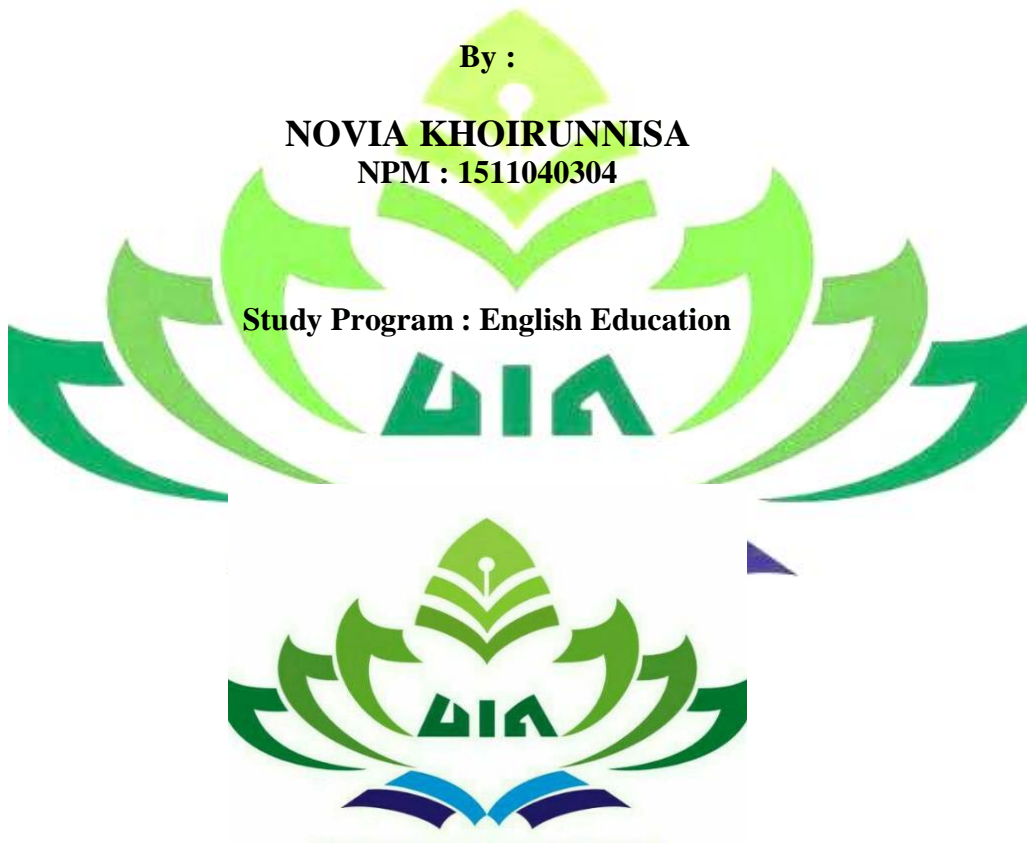
**Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree**

**By :**

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**NPM : 1511040304**

**Study Program : English Education**

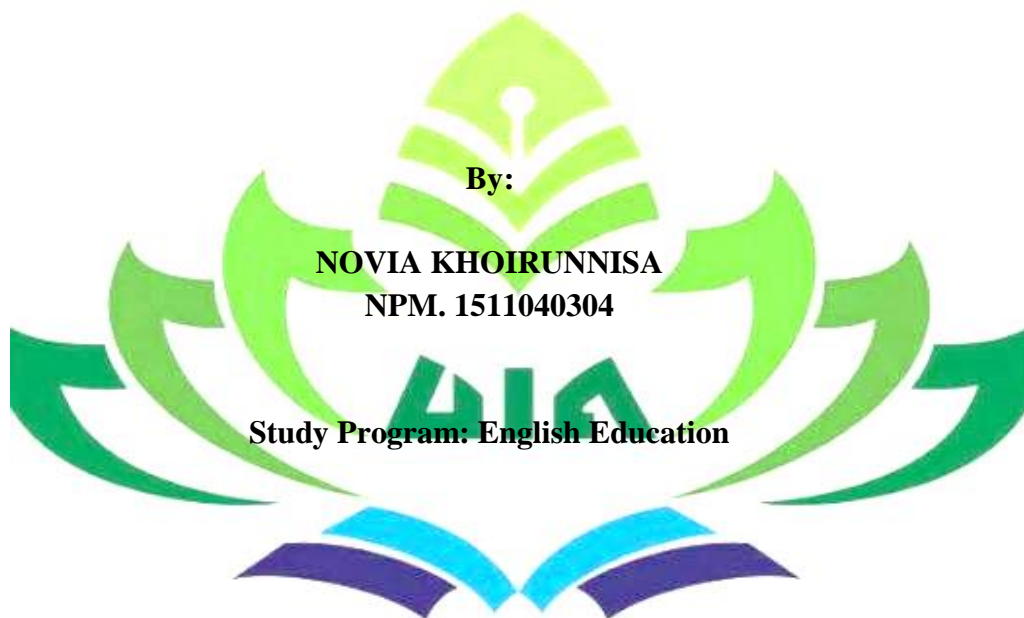


**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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Advisor : Syofnidah Ifrianti, M.Pd  
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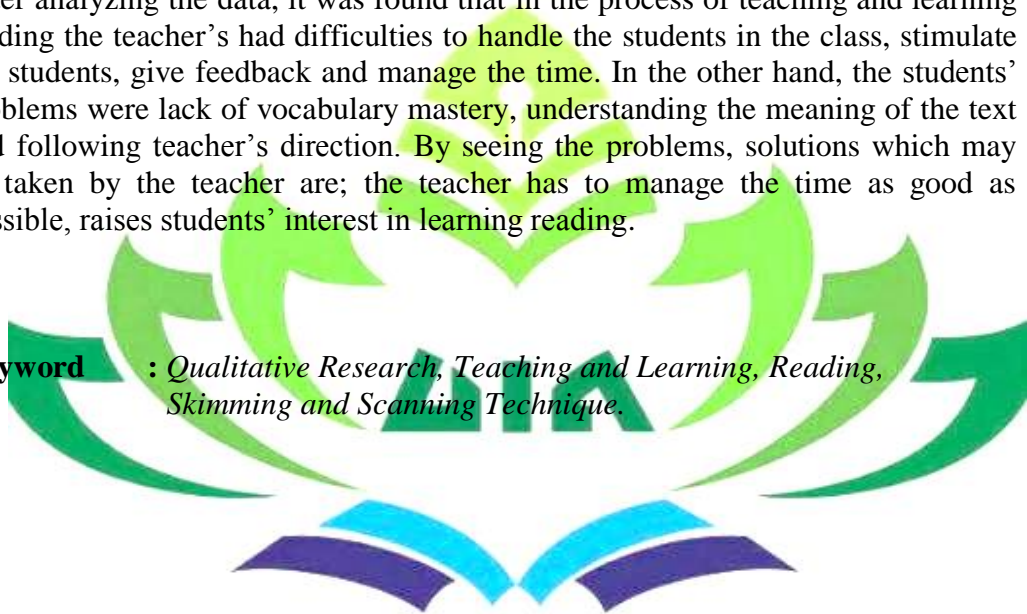
## ABSTRACT

The objectives of the research were to know the teaching and learning reading by using Skimming and Scanning Technique, find out the teacher's problem in teaching and the students' problem in learning reading.

The teacher and students of the eleventh grader were selected as the participants. There were two classes which consist of 42 students. The purposive sampling technique was used. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The techniques of collecting data were; data reduction, data display and conclusion drawing verification.

After analyzing the data, it was found that in the process of teaching and learning reading the teacher's had difficulties to handle the students in the class, stimulate the students, give feedback and manage the time. In the other hand, the students' problems were lack of vocabulary mastery, understanding the meaning of the text and following teacher's direction. By seeing the problems, solutions which may be taken by the teacher are; the teacher has to manage the time as good as possible, raises students' interest in learning reading.

**Keyword** : *Qualitative Research, Teaching and Learning, Reading, Skimming and Scanning Technique.*





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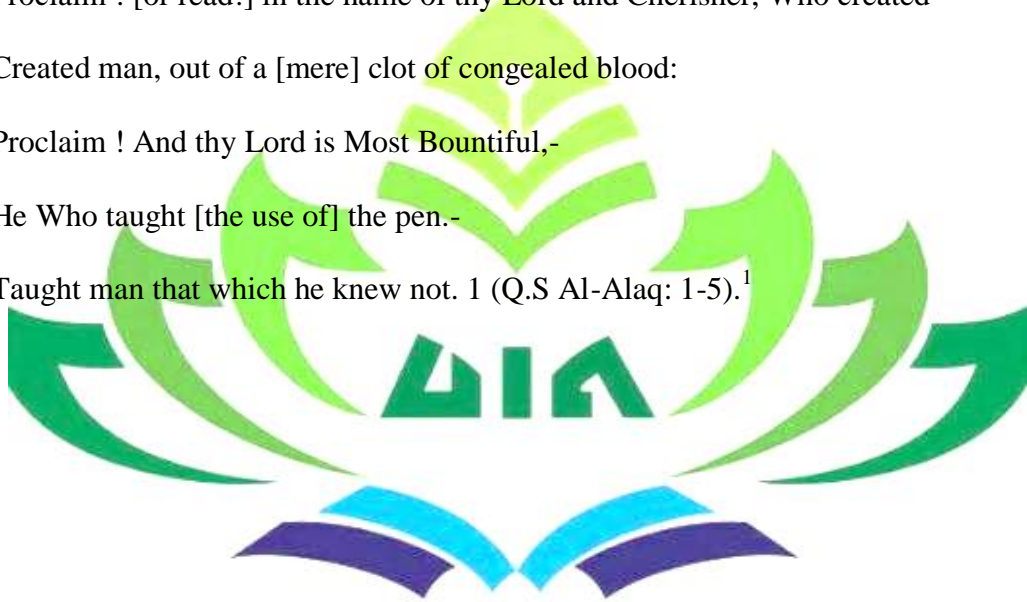
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## MOTTO

In the name of Allah, Most Gracious, Most Merciful.

1. Proclaim ! [or read!] in the name of thy Lord and Cherisher, Who created-
2. Created man, out of a [mere] clot of congealed blood:
3. Proclaim ! And thy Lord is Most Bountiful,-
4. He Who taught [the use of] the pen.-
5. Taught man that which he knew not. 1 (Q.S Al-Alaq: 1-5).<sup>1</sup>



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<sup>1</sup> Abdulllah Yusuf ‘Ali, *The Holy Qur’an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 320

## DECLARATION

Hereby, I stated this thesis entitled “Teaching and learning reading by using skimming and scanning technique of eleventh grade at the MA Muhammadiyah Bandar Lampung in the Academic Year of 2019/2020” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, July 25<sup>th</sup> 2019

Declared,

Novia Khoirunnisa

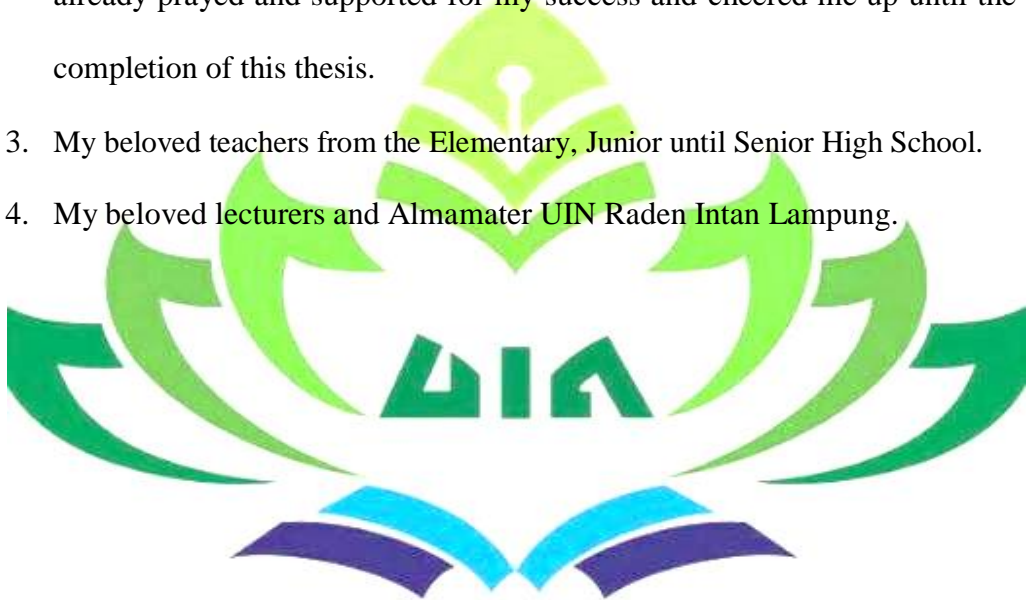
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## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from the deep of heart and great love, this thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. M. Amin and Ms. Maryana who never stop praying and support for me all the time.
2. My beloved brother M. Riza Pahlefi and sister Fadhilah Azizah who have already prayed and supported for my success and cheered me up until the completion of this thesis.
3. My beloved teachers from the Elementary, Junior until Senior High School.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung.





## **CURRICULUM VITAE**

Novia Khoirunnisa was born in Kalianda, South Lampung on November 14th 1997. She is the second child of Mr. M. Amin and Ms. Maryana. She has one beloved brother and one beloved sister. Their names are M. Riza Pahlefi and Fadhilah Azizah. She lives in Jati Permai, Kalianda, South Lampung.

She started her formal study in Elementary School at MIN 1 South Lampung in 2003 graduated in 2009. She continued her study in Junior High School at MTs N 1 Lampung Selatan and graduated in 2012. After that, she went to Senior High School at MAN 1 Bandar Lampung and graduated 2015. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



## ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad, with his family and his followers.

This thesis is submitted a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung (UIN Raden Intan Lampung).

Cannot complete this thesis without help from others, and has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. He wishes, however, to give his sincerest gratitude and appreciation to:

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10. Beloved friends of KKN 09 Marga Agung and PPL 034 MA Muhammadiyah Bandar Lampung.
11. Beloved cousin Neda Artia Pratama who always ask me about my graduation.
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13. Beloved Umat friends, Ayu, Risma, Ubay who has contributed a lot and support me.
14. Beloved Garlic Squad friends who has shared many stories.
15. For all who have helped me and have been in my life.

Finally, with fully aware, that there are still a lot of weaknesses in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, 2019

The Researcher,

Novia Khoirunnisa

NPM. 1511040304





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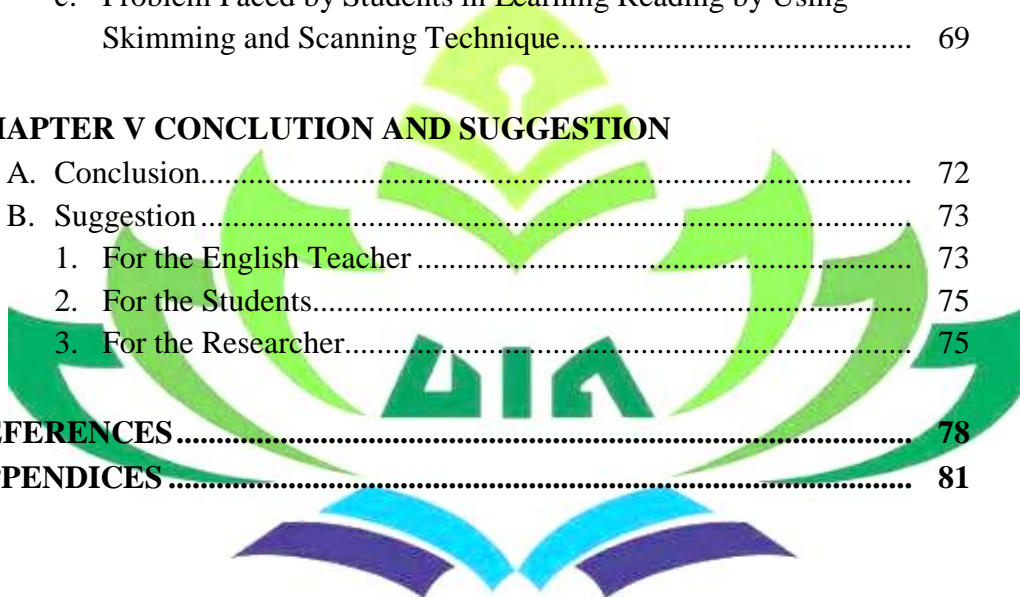
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language has an important role in the educational world. It could be seen that English has been learned at some level of education. This language has been taught from kindergarten level to university level. English is learned for all levels of education. The English language that all the countries should know because English is the language used to communicate between countries that have the distinction of language. Indisputable, because of the importance of English in Education which has been globalizing.

Patel and Jain stated that reading is an important activity in life with which one can update his/her knowledge and reading skill is an important tool for academic success.<sup>2</sup> As stated in the Al-Qur'an verse 1-5 of surah Al 'Alaq:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(1) “Read ! in the name of the Lord and Cherisher, who created. (2) Created man, out of a clot of congealed blood. (3) Read ! and the lord is most Bountiful (4) He who taught [the use of] the pen. (5) Taught man that which he knew not.”

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<sup>2</sup>M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools &Techniques)* (Jaipur: Sunrise Publisher & Distrinutors, 2008), p.113

On the other hand, every language has its own rules and uniqueness, English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. Reading means also be said as communication between the writer and the reader by getting the meaning of the written text.

In addition, reading skill is a cognitive ability that a person is able to use when interacting with the written text.<sup>3</sup> Reading involves understanding vocabulary in the context of the text. Reading is not only activity looking at the symbols written alone. Many kinds of the ability to be deployed by a reader, so that the reader have to understand the material it reads.

In the same way, Cresswell stated that reading is an important activity that should be promoted in young people; little is known about today's youth and their views concerning the value of reading for pleasure in relation to the multitude of options that exist for spending one's leisure time.<sup>4</sup> Additionally, the ideal reading ability that shared by everyone. Because a well known, reading learning needs to be done as effectively as possible improve reading ability. To improve skills read effectively quickly and have a strong understanding can be done quickly read learning.

Therefore, students are always asked to comprehend reading texts by their teacher. According to Goodman in Diaz, S & Laguado, J that reading is a

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<sup>3</sup>M. Bojovic, *Reading Skills and Reading Comprehension in English for Specific Purpose*, (Celje, Slovenia, University of Kragujevac, 2010), p. 1

<sup>4</sup>John W. Cresswell. *Educational Research Planning*, (Boston: Pearson, 2012), p. 411



receptive language process.<sup>5</sup> As we know that, reading is always used in daily activities. People read many kinds of written materials such as newspapers, magazines, novels, and academic books. Through reading, people can get a lot of information, knowledge in accordance with the text they read. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skills enough.

According to Serravallo, reading is thinking and understanding and getting at the meaning behind a text.<sup>6</sup> Indeed, reading as one of the language skills has a very important role. The students should comprehend the reading for a certain purpose, however, it needs a practical and suitable method. In short, the way to comprehend in reading is something that must be considered.

Skimming and scanning are great techniques to help students read long, complex pieces.<sup>7</sup> Moreover, skimming and scanning are quickly searching for some particular piece of information in a text. Skimming and scanning exercise may ask students to look for names or dates to find a definition of a key concept, or certain number of supporting details. The purpose of skimming and scanning is to extract specific information without reading through the whole text. However, skimming and scanning kind of skill that has to be trained. Success in mastering and practicing fast reading depends on attitudes, acts of seriousness, and readiness to practice.

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<sup>5</sup>Diaz, S & Laguado, J, Improving Reading Skill through Skimming and Scanning Techniques at a Public School, Vol. 10 No. 1 June 2013

<sup>6</sup>Jennifer Serravallo, *Teaching Reading In Small Groups*, (US: America 2010), p. 43.

<sup>7</sup> Kaitlyn Hartling, *Skimming and Scanning for Understand* . Available at <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/18/Skimming-and-Scanning-for-Understanding.aspx> (accessed on April 28th 2019)

The research relevance study related to this technique to be used in reading comprehension a thesis by Meylinda Susanti. The objectives of this research to analyze whether there are interaction skimming and scanning techniques toward their personalities. students who had introvert and extrovert personalities who were taught with scanning and skimming techniques are good because they have an increasing score in the initial data score that was obtained from mid-semester test to the post-test to the students. It means that scanning and skimming technique are useful to be used to the students who have introvert and extrovert personalities.<sup>8</sup>

While Sri Patmawati in her thesis about implementation skimming and scanning, her thesis describe the implementation of skimming and scanning techniques in teaching reading comprehension and describing the improvement in students' reading comprehension when the two techniques implemented. Since the steps applied by the teacher in implementing both of these techniques are similar to the steps suggested by the proponent' skimming and scanning. Students' reading comprehension improved after skimming and scanning techniques are implemented, it can be seen from the student's responses to the teacher's reading comprehension questions during the teaching-learning process.<sup>9</sup>

Based on the preliminary research results from the English teacher can be drawn conclusions from students who have the characteristics of slow learning,

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<sup>8</sup>Meylinda Susanti, *An Analysis of Students' Reading Comprehension Achievement by Using Scanning and Skimming*, (Lampung, Lamung University, 2013)

<sup>9</sup>Sri Patmawati, *The Implementation of Skimming And Scanning Techniques in a Reading Class in Junior High School*, (Lamongan, STKIP PGRI, 2015)

Skimming and Scanning Techniques capable helps students improve their speed in reading texts actively and motivated in the teaching and learning process. Meanwhile, students with a different background, lazy in learning English especially in reading, the reason because they not understand what does reading text mean, because they have limited vocabulary, and it take a long time to read all the text. Therefore, Skimming and Scanning Techniques help the English language skills in understanding the contents of the text-intensive attention technically reading is capable of passion interest in reading students continues to increase despite slow.

Based on preliminary research at eleventh grade of MA Muhammadiyah Bandar Lampung than interviewed the English teacher and the students had a problem in reading skill. Based on the background above, it indicates to take the research study under the title “Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at The MA Muhammadiyah Bandar Lampung in the Academic Year 2019/2020”.

**Table. 1.1**

**The Students’ Reading Score at Eleventh Grade of MA Muhammadiyah Bandar Lampung in Academic Year 2018/2019**

No.	Class	Score		Number of Students
		$\geq 75$	$< 75$	
1.	XI MIPA	5	14	19
2.	XI IIS	8	15	23
<b>Total</b>		<b>13</b>	<b>29</b>	<b>42</b>
<b>Percentage</b>		<b>31%</b>	<b>69%</b>	<b>100%</b>

*(Source: English Teacher at the Tenth Grade MA Muhammadiyah Bandar Lampung)*

According to KBM of English subject in MA Muhammadiyah 75, could be seen from the table above that 29 out of 42 students or 69% got a lower score,



and there are 82 students or 31% of the students that qualify from the KBM. Based on the result of the interview from the teacher and the questionnaire to students that explain before, in students' reading, they were less pay attention in reading a text.

## **B. Identification of the Problems**

Based on the background of the problem, there are some problems:

1. The students' ability in reading comprehension was still low.
2. Most of the students still get difficulties finding the main idea from the text.
3. The English teacher has used skimming and scanning in reading comprehension but it was not effective and not maximal.

## **C. Limitation of the Problems**

Based on the identification of the problem, the limitation of the problem focused on using skimming and scanning technique in reading comprehension “Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at The MA Muhammadiyah Bandar Lampung in the Academic Year 2019/2020.”

#### **D. Formulation of the Problems**

Based on the background of the problem, the formulation of the problem as follows:

1. How was the process of teaching and learning reading using Skimming and Scanning Technique at the eleventh grade of MA Muhammadiyah Bandar Lampung in the academic year 2019/2020?
2. What were the teacher's problem in the process teaching using Skimming and Scanning Technique at the eleventh grade of MA Muhammadiyah Bandar Lampung in the academic year 2019/2020?
3. What were the students' problem in the process learning using Skimming and Scanning Technique at the eleventh grade of MA Muhammadiyah Bandar Lampung in academic year 2019/2020?

#### **E. Objective of Research**

The objective of the research formulated as follows:

1. To know and describe the teaching and learning reading using Skimming and Scanning Technique at the eleventh grade of MA Muhammadiyah Bandar Lampung in the academic year 2019/2020.
2. To find out the teacher's problem in the teaching of reading by using Skimming and Scanning Technique at the eleventh grade of MA Muhammadiyah Bandar Lampung in academic year 2019/2020.

3. To find out the students' problem in the learning of reading by using Skimming and Scanning Technique at the MA Muhammadiyah Bandar Lampung in academic year 2019/2020.

#### **F. Use of the Research**

The research can be used:

1. Theoretically

By using Skimming and Scanning Technique, want to motivate the students' so can increase their comprehension in reading.

2. Practically

In the practical, to give the information about Skimming and Scanning Technique to English teacher and the students' reading comprehension of MA Muhammadiyah Bandar Lampung.

#### **G. Scope of the Research**

The scope of the research are :

1. Research Subject

The research subjects were the English teacher and the students of the eleventh grade at the MA Muhammadiyah Bandar Lampung in the academic year 2019/2020.

2. Research Object

The research object was the process and problems of teaching and learning reading by using Skimming and Scanning Technique.

### 3. Research Place

The research was conducted at MA Muhammadiyah Bandar Lampung which is located on Jl. Pulau Sangiang Sukarame Bandar Lampung.

### 4. Research Time

The research was conducted in the first semester of eleventh grade in the academic year 2019/2020.





## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English as a Foreign Language

As an international language English is considered as an important language to be learned. English is the first foreign language. It supported by Setiyadi, English is really a foreign language learners in Indonesia.<sup>10</sup> It means that English is only as a foreign language, then English is only used in certain situation, and it is not used in the daily life but English has an important part in our education.

In learning English as a foreign language students are not only hope to be able to use language, but also to receive and get information. According to Boey in Aprilia, “The purpose of teaching foreign language is to enable the students to use the language to communication.”<sup>11</sup> It means that English as a foreign language is learned by the students only at school or institutions, it is not used for communication in daily activity in the country who did not use English for daily activity.

Most of the Indonesian students learn English only in the class as a subject that needs to be learned by students in Indonesia, not for daily communication. Therefore there are only some people who speak English

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<sup>10</sup>Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

<sup>11</sup>Nuri Aprilia, *An Analysis of Language Mechanical Error in Paragraph Writing at the First Semester of the Eighth Grade of MTs. Mamba'ul Ulum Margoyoso Tanggamus in 2012/2013 Academic Year*, (Bandar Lampung: Unpublished S1 Thesis of IAIN Raden Intan Bandar Lampung), p. 8

well. Besides, teachers as the main idea on educating the students must begin attempting to teach foreign languages in the way that is more similar to first language acquisition. The teacher should prepare the material instructions, media, technique to make them easier to learn English.

Brown states, that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>12</sup> It means that teaching is the teacher's activity to facilitate, enable, set, show and help learner how to do something.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English in the setting of the students are not the native speakers. This process should be done by the teacher based on the experience, knowledge and material preparation that aims of teaching can be reached. In addition, the teacher should notice needs of students who use English as a foreign language which has not much familiar with English it self. So the teacher is hoped to choose and use strategy or technique and the material in teaching English wisely and appropriate for the students.

## **B. Concept of Teaching and Learning**

### **1. Concept of Teaching**

Teaching is a kind of activity to transfer knowledge to other. Harmer states that teaching means to give (someone knowledge) or to instruct or

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<sup>12</sup>H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education, 2006), p. 8

train (someone). It is under taking certain ethical task or activities the intension of which is to induce learning.<sup>13</sup> Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. It is supported by Brown that states that teaching is facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>14</sup> It means that in teaching, the teacher helps the students and guides them to learn material easily. The teacher helps students get knowledge and understand about material.

Moreover, Wilson and Peterson state that teaching is shared work between students and teachers (teacher still have responsibility for making sure that student learn).<sup>15</sup> It could be concluded that teaching English is used by the teacher gives and shared their knowledge about English to the students so they can understand and expected to master English. Teaching is not only share and give knowledge, teachers as the main idea in educating is expected to use wisely the way teacher teach the students and how teacher gives knowledge about English to students. Determining the right approach, method, technique or strategy based on the needs of students in teaching English is important.

In short, the way of teaching and assessing will depend on the level and the goal and the strategy or method of the teacher select before. It means that teaching giving transmitting knowledge to the students is not

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<sup>13</sup>Jeremy Harmer, *English Language Teaching*, (New York :Longman, 2004), p. 57

<sup>14</sup>H Douglas Brown, *Priciples of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education, 2006), p. 8

<sup>15</sup>Suzzane M.Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.11

only concern in giving knowledge, but also teachers need notice how to build a good relationship with the students to make students' receive what the teacher teach easier.

## 2. Concept of Learning

According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.<sup>16</sup> It means that learning that not only transfers knowledge, but also more than that, such as by learning people can change our habitual.

Moreover, Wilson and Peterson state that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences are resources, not obstacles.<sup>17</sup> And the other side learning it can be defined as all types of changes that are permanent and that come out as a result of repetition and experiences of an individual.<sup>18</sup> It means that learning is an active process that done by students' individual experience in the social community. Learning is process from not know to know. It means that learning is process getting new information from other person.

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<sup>16</sup>H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco : Pearson Education, 2006), p.18

<sup>17</sup>Suzzane M.Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p.1

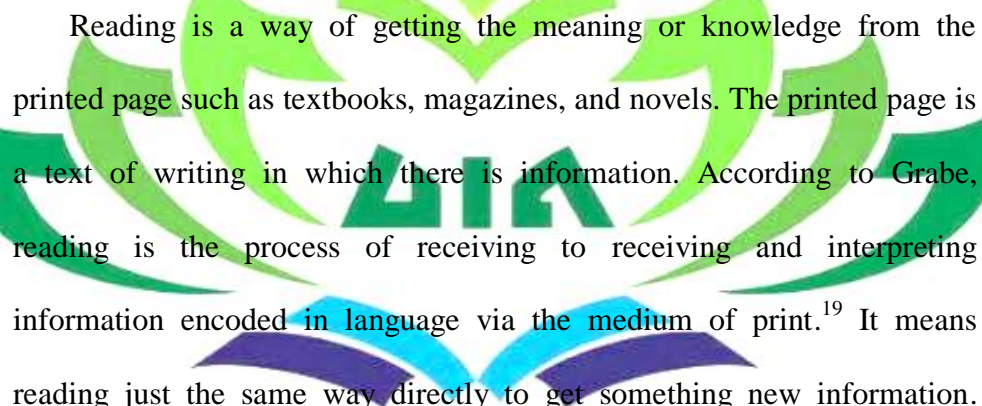
<sup>18</sup>Zeki Kaya, Selcuk Akdemir, *Learning and Teaching*, Turkiye: Cozum Egitim Yayincilik



Based on those theories, the conclusion of that learning to define a process for getting knowledge, subject or else from the study, experience and instruction. By this process, students are acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It means that learning will give influence to the students, the more students learn it makes more open possibilities to change their mindset and attitude in their behavior.

## C. Reading

### 1. Concept of Reading



Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, magazines, and novels. The printed page is a text of writing in which there is information. According to Grabe, reading is the process of receiving to receiving and interpreting information encoded in language via the medium of print.<sup>19</sup> It means reading just the same way directly to get something new information. Reading also regarded as one of the English skills that needs the reader's interpretation from the text.

In this sense, Nuttall view that reading essentially focuses on meaning especially delivering meaning from writer to reader.<sup>20</sup> It means that the reading activity builds thinking collaboratively among the reader, the

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<sup>19</sup>William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p. 14

<sup>20</sup>Christine Nuttall, *Teaching Reading Skill*, (London: Macmillan Publisher, 2005), p. 3.

writer, and the text. Word recognition defined as the process of getting how written symbols correspond to one's spoken language while comprehension that the process of making the meaning of words, sentences, and connected text.

Moreover, according to Lems, Miler and Soro stated that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.<sup>21</sup> He says that comprehension means that the process of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. The reading process as an individual process that takes place inside the reader's mind in order to monitor, analyze, discuss, and modify the text. .

Furthermore, concerning about understanding in reading, Pari and Hamilton stated that Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflected the communicative interactions among the interactions of the reader/listener, the context/situation of the interaction.<sup>22</sup> Comprehension means the series of action concurrently putting and building sense by user interaction and participation with the written text. Reading comprehension involves mental operation applied by the reader.

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<sup>21</sup>Kristin Lems, *Teaching Reading To English Language Learners*, (New York: Guilford Press, 2010), p. 33

<sup>22</sup>Scott G. Paris and Ellen E. Hamilton, *The Development of Children's Reading Comprehension*" (New York: Taylor and Francis Group, 2009), p.32.

In summary, reading comprehension is the process to grasp the meaning of the text from the writer that involves experience and prior knowledge that the reader has. And can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension to understanding all the information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

In addition, there are four types of classroom reading performance as Brown said, they are perceptive reading, interactive reading, selective reading, and extensive reading.<sup>23</sup>

## **2. Type of Reading**

### **a. Perceptive reading**

According to Brown, perceptive reading involves attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols.<sup>24</sup> It means that words, sentences, and punctuation are more focused. and also more focused on noticing, understanding, figuring something.

### **b. Selective reading**

According to Brown, selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language

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<sup>23</sup>H. Douglas Brown, *Language Assessment Principle, And Classroom Practices*, (New York: Person Education. 2004), P.189

<sup>24</sup> Ibid.

within a very short stretch of language.<sup>25</sup> It means that reading consciously selects and reads only part of the text, skipping over a considerable, the reader does not read all the content but only reads some points

### **c. Interactive Reading**

According to Brown, interactive reading stretches of the language of the several paragraphs to one page or more in which the reader must interact with the text.<sup>26</sup> It means that reading to focus as an interaction between reader and text. Students tend to interpret certain or specific words in reading, using interactive reading, may prevent the students in that matter.

### **d. Extensive Reading**

According to Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.<sup>27</sup> It means that the focus of extensive reading is usually the message which is conveyed by the writer.

## **3. Purpose of Reading**

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer says the purpose of reading in relation with the teaching of reading into purpose :

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<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, (New York: Longman Person, 2004), p. 189



a. Reading for information

This activity is teaching the recognition and interpretation of text type, which contain information. An overall emphasizes on topics within each text type.

b. Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

c. Reading for pressure

This is benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure<sup>28</sup> It means that reading can make a reader feel happy.

#### 4. Concept of Reading Comprehension

According to Johnson, comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps that are used to comprehend.<sup>29</sup> It means that comprehension just the same process of create the reader to draw conclusions from what he reads and makes a representation of the text of the reader's mind.

In addition according to Caldwell, it starts from the moving of words of the page to meaning in the mind, the recognizing of individuals words

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<sup>28</sup>Jeremy Harmer, *The Practice of English Language Teaching*, Op.Cit, p.56

<sup>29</sup>Andrew P. Johnson, *Teaching Reading and Writing A Guide book for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Publishers, Inc. 2008), p. 110

by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units.<sup>30</sup> In forms, to comprehend and connect words, letters, sounds, pronunciation into one unit or also interprets the text.

Based on theory of Brown in language assessment, there are some criteria commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)
2. Expressions/idioms/Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.<sup>31</sup>

In conclusion, based on those description reading comprehension means that a process of understanding a text. To comprehend the text the reader should have the ability to take information or message from the text deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

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<sup>30</sup>Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p. 5

<sup>31</sup>H Douglass Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico, California, 2004), p. 206

#### D. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>32</sup> In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideals, appreciation and knowledge. So, teaching is not only transfer the knowledge, but also changed students' attitude.

According to Tankersley teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.<sup>33</sup> It means that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

Based on those explanations, it could be concluded that teaching reading is the process of teacher for helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

In addition, the teacher needs to notice the principles that can be as a guideline in teaching reading. The principles in teaching reading according to Harmer are as follow:

a) Principle 1: Reading is not a passive skill.

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<sup>32</sup>H. Brown Douglas, *Principles of Language Learning And Teaching*, Op.Cit, p.8

<sup>33</sup>Keren Tankersley, *The Threads of Reading*, (Virginia: Literacy Development, 2003), p.144

- b) Principle 2 : Students need to be engaged with what they are reading.
- c) Principle 3 : Students should be encouraged to respond to the content of a reading text, not just to the language.
- d) Principle 4 : Prediction is s major factor in reading.
- e) Principle 5 : Match the task to the topic.
- f) Principle 6 : Good teachers exploit reading texts to the full.<sup>34</sup>

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know that, the advantages of reading is to give the students' knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and the teacher can be a partner to make the teaching process more effective.

In summary, teaching reading can provide students many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.

## **E. Problem in Teaching and Learning Reading**

### **1. Problem in Teaching Reading**

According to Sugiyono, problem is the deviation between that should be and what actually happened, between and practice, between the rules and

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<sup>34</sup>Jeremy Harmer, *Op. Cit.* p. 68



implementation, the plan and implementation.<sup>35</sup> It can be concluded that the problem is the disparity between the expected reality with a properly, in order to achieve goals with maximum result.

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems eventually appeared from the teaching practice. Some emerged as issues that did not all teachers agree with. According to Baradja in Budiharso books that there are two facts that exist as issues in teaching reading. The problem in teaching reading were as follows:

a. Text Selection

In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications are not required. To use the textbook the teachers follow the contents and exercises on the book.

b. Exercise to include

Exercise following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.<sup>36</sup>

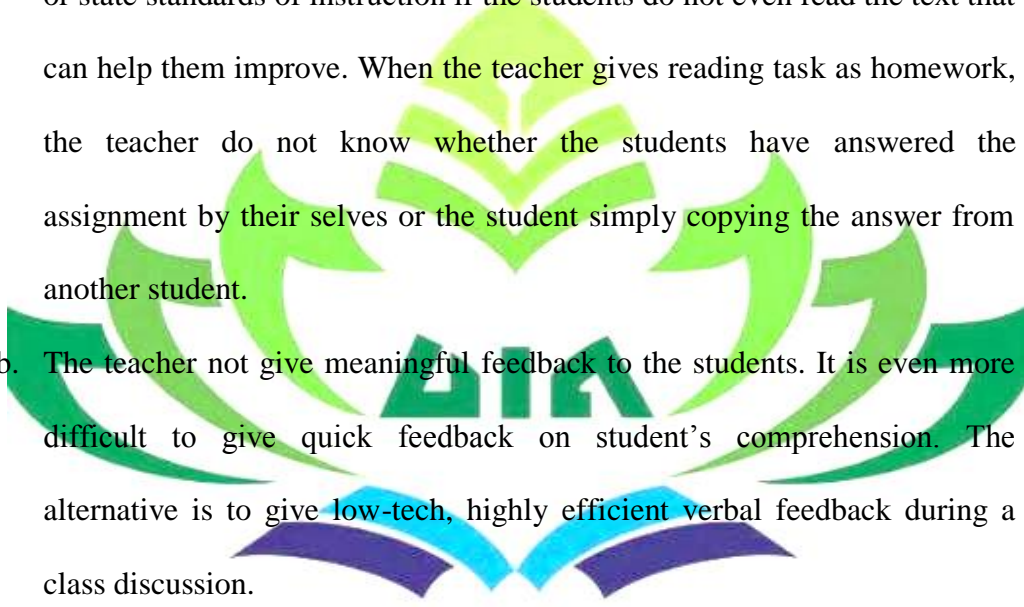
From the explanation above, the conclusion that teaching reading not easy for the teacher, because there were some problems faced in teaching reading. They include in text selection and exercise to include.

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<sup>35</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

<sup>36</sup>Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansyah Mediatama, 2004), p.54

In addition, the teacher's problems in teaching reading comprehension by Linane are:

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- a. The teacher has difficulty to make sure whether the students read the text or not. Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Thus, the question will be do the student read the text?. the reality is: some will and some will not. Some teachers feel that is unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as homework, the teacher do not know whether the students have answered the assignment by their selves or the student simply copying the answer from another student.
  - b. The teacher not give meaningful feedback to the students. It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.
  - c. The teacher not give assessment with the proper standard. When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant standards. The worst is if the teacher takes long time to give the assessment with the proper standards.<sup>37</sup>

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<sup>37</sup>MJ.Linane, "6 Reading Comprehension Problems", (Online), Available at:<http://www.coolcatteacher.com/6-reading-comprehension-problem/> 9, (Accessed on January 9<sup>th</sup>, 2019)

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices itself.

Based on explanations above, it can be concluded that the problems of teaching reading are:

- a. Text Selection
- b. Exercise to include
- c. The teacher have difficulty to make sure whether the students read the text or not.
- d. The teacher not give meaningful feedback to the students.
- e. The teacher not give assessment with the proper standard.

## **2. Problem in Learning Reading**

In learning reading usually students also found some problems in learning reading. According to Klinger, students with learning disabilities often the poorest readers, including poor decoding, fluency, and comprehension. These students also exhibit characteristics of in active learners who do not monitor their learning or use strategies effectively.<sup>38</sup> The explanation about the problem in learning reading based on Klinger as follows:

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<sup>38</sup>Jannete K.Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : The Guilford Press, 2007), p. 4

a. Word Reading (decoding)

Knowing how to read, or decode, words is not a small part of the reading process. It is a critical link whose absence inhibits understanding.<sup>39</sup>

Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.<sup>40</sup> It means that the teacher can provide support by teaching the decoding skill students need initially to read more basic words.

b. Fluency (accuracy and speed of reading)

According to Tankersley, fluency is the ability to read a text accurately, smoothly, quickly, and expression.<sup>41</sup> It means that fluency is student's ability quickly, accurately, smoothly and with expression allows students to free up their thinking to concentrate on text meaning. One of students' problem in reading is the habit of slow reading. According to Baradja in Budiharso, Slow readers generally have poor comprehension therefore, slow readers are at a disadvantage in many ways. In Indonesia context, students try to read very slow as if they want to understand a word of the passage.<sup>42</sup>

It means that If they do not understand a word or an expression, they do not to look up word by word in the dictionary, so that the reading is very slow.

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<sup>39</sup>*Ibid*, p.6

<sup>40</sup>Karen Tankersley, *Loc.Cit*, p. 31

<sup>41</sup>*Ibid*, p. 73

<sup>42</sup>Teguh Budiharso, *Loc.Cit*



c. Comprehension

Comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about.<sup>43</sup> Thus, comprehension ultimately depends on the ability to decode and master sights words. When that word recognition becomes automatic, the readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read.

Moreover, the student's problem in learning reading based on Nation are:

a. Inference making

To understand language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Numerous studies have demonstrated that poor comprehend have difficulty drawing inferences when reading or listening, and it has been argued that such difficulties are causally implicated in children's poor reading comprehension.

b. Working memory

Language comprehension places heavy demands on working memory resources. Verbal working memory weakness may be a consequence of poor language comprehension.

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<sup>43</sup>William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p. 39

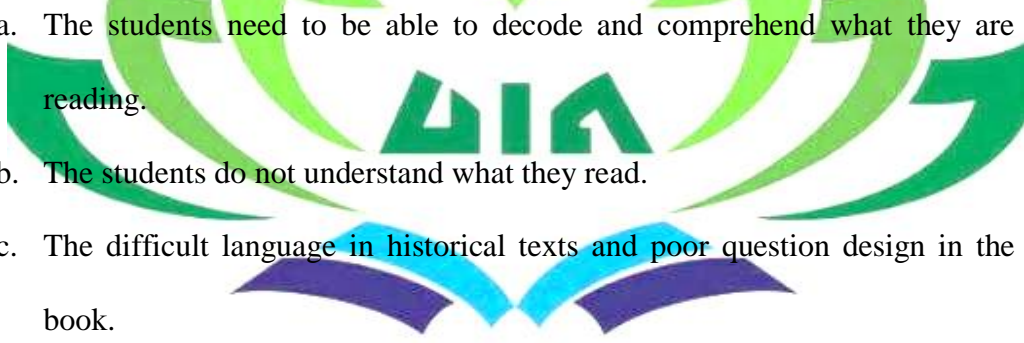
c. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings words, there can be no comprehension. There is evidence suggesting that poor comprehenders have relative weakness in expressive and receptive vocabulary indicative of lack knowledge at the word level.

d. Prior knowledge

Prior knowledge about a text predicts comprehension of it and it is plain that complete lack of knowledge will result in a complete lack of comprehension.<sup>44</sup>

Besides, according to Linane, the problems in learning reading are :

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- a. The students need to be able to decode and comprehend what they are reading.
  - b. The students do not understand what they read.
  - c. The difficult language in historical texts and poor question design in the book.
  - d. The students are struggling readers. They cannot correctly identify the main idea when they read.<sup>45</sup>

Based on those explanation, the conclusion that the problems in learning reading are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.

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<sup>44</sup>Kate Nation, “*Children’s Reading Comprehension Difficulties*”, (Online), Available at: <http://www.pitt.edu/~perfetti/PDF/Nation.pdf> , (Accessed on January 22<sup>nd</sup> , 2019)

<sup>45</sup>MJ.Linane, *Loc.Cit*

3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.

## **F. Skimming and Scanning**

### **1. Concept of Skimming and Scanning Technique**

#### **a. Concept of Skimming Technique**

Skimming is a speed reading technique. In the way of reading, the reader needs to know every single word in the text. According to Liao, skimming is done at a speed three to four times faster than normal reading.<sup>46</sup> Some of the words are not important to understand that the reader may ignore that, they sometimes do not really connect to the idea being searched.

Cast the eyes over its surface to get a general idea of what it is about (as, for example, when run the eyes over a film review to see what the film is about and what the reviewer thought about it, or when look quickly at a report to get a feel for the topic and what its conclusion are). This skill means that the readers will get bogged down and may not be able to identify the general idea because of concentrate to the specific word. According to Maxwell cited in Diaz, S & Laguado, J, skimming as getting the main idea or gist of a selection quickly in a written text where the

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<sup>46</sup>Qismullah Yusuf, Yunisrina Qismullah Yusuf, Burhansyah Yusuf, And Afla Nadya, *Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts*, Vol. 1 No. 1 2017, p. 47

student develops powers of inference through systematic practice which encourages them to anticipate of a text.<sup>47</sup> So, skimming can help the students to find the keywords that permit them to infer the general sense of text to interpret text faster and advance the reading process.<sup>48</sup>

In brief, skimming is done at a speed three to four times faster than normal reading. There are many strategies that can be used in skimming. Some people read the first and the last paragraph using headings, summarize and other organizers as they move done the page.

### **b. Concept of Scanning Technique**

Scanning is the process of quickly searching for particular piece or pieces of information in a text.<sup>49</sup> It is a strategy that the readers use when look for the specific information by reading quickly such as search for keywords or ideas. In most cases, you know what you're looking for, so you're concentrating based on finding a particular answer.

Involves moving your eyes quickly down the page seeking specific words and phrases.<sup>50</sup> In scanning, you have a question in your mind and you read a passage only to find the answer and ignore unrelated

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<sup>47</sup>Díaz, S & Laguado, J., *Improving Reading Skills through Skimming and Scanning Techniques at a Public School*, Vol. 10 Number 1 January-June 2013, p. 138

<sup>48</sup>Intan Rani Aritonang, Sandi Lasmana, Deti Kurnia, *The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension*, in Journal Professional Journal in English Education Volume 1 Number 2, March 2018, p. 103

<sup>49</sup>Qismullah Yusuf, Yunisrina Qismullah Yusuf, Burhansyah Yusuf, And Afla Nadya, *Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts*, Vol. 1 No. 1 2017, p. 6

<sup>50</sup>Wood, O. L. *An Evaluation of the Effectiveness of the Reading Strategy Sketch-to-Stretch on the 9th Grade Reading Texas Assessment of Knowledge & Skills Test*. (The University of Texas at El Paso. Reading Education, 2008), p.1



information. If you're reading a timetable, than want specific information usually and so look for something that is convenient for journey plans. For scanning to be successful, need to understand how the material is structured as well as comprehend what is read so that it can find the specific information needed. Scanning also allows to find details and other information in a hurry.

Scanning is far more limited since it only means retrieving what information is relevant to our purpose.<sup>51</sup> used to locate key or specific information quickly, eg dates, numbers, examples & definitions. For instance, people often scan flight and train schedules, or scan a page. Scanning involves a very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on.

In short, scanning is not a substitute for reading, and students who choose to only scan can end up with major comprehension issues. Missing even a single qualifier can dramatically change the meaning of a passage. Scanning can also sometimes establish some preconceived notions that may be incorrect. The things in learn scanning are not arranged in standard way, and need to adjust perceptions based on the next comprehensive reading.

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<sup>51</sup>Hastowoadi, *Teaching Reading By Using Skimming And Scanning Technique To Improve Students' Reading Skill On 3rd Semester At The University of Tujuh Belas Agustus 1945 Banyuwangi In Academic Year 2015-2016*, Vol. 1 No. 1, January 2016

## 2. Procedures of Skimming and Scanning

### a. Procedure of Skimming

1. Read the title.
2. Read the introduction of lead paragraph
3. Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them
4. Read the first sentence of each remaining paragraph.
5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues.
6. Read the final paragraph completely.<sup>52</sup>

### b. Procedure for scanning

1. Keep in mind at all the time what if you are searching for.
2. Anticipate in what form the information is likely to appear numbers, proper nouns, etc.
3. Analyse the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan.
4. Let your eyes run rapidly over several lines of print at a time.

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<sup>52</sup>Arundel, Anne, *Skimming and Scanning. The Reading and Study Skills Lab. Seek Optimum Skill*, Maryland. Retrieved from [http:// www.aacc.edu/tutoring/.../skimming](http://www.aacc.edu/tutoring/.../skimming). p.. on March 26th, 2013.

5. Read the entire sentence when you find the sentence that has the information you seek.<sup>53</sup>

In conclusion, scanning improvement from three points of view the need for these skills, the assumptions based on ideas applied from clinical experience and psychological studies in verbal learning, personality and motivation and the specific evidence gained from experimental and statistical studies. The position is taken that the failure to teach scanning skills effectively may be a major reason that investigators have failed to find changes in reading flexibility in courses that purport to have flexibility as their major goal.

### **3. Advantages and Disadvantages of Skimming and Scanning Technique**

#### **a. Advantage and Disadvantage of Skimming Technique**

Reading through skimming technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

1. It will make students aware of the benefits of the information available in reading materials both authentic and in authentic because this technique also prepares the students to be independent reader.
2. It will make students aware of reading strategy is used to find the stated and unstated information in certain text as this technique not

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<sup>53</sup>Ibid

only focus on asking the students to do reading test but also focus on equipping the students with the technique used in different texts.

Disadvantages:

1. It will take time if the teacher does not allocate the time appropriately. Moreover, if the students have many problems in reading and the teacher does not prepare for the solution, the teacher will need time to think of the various solutions.
2. It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.

#### **b. Advantages and Disadvantages of Scanning Technique**

Reading through scanning technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

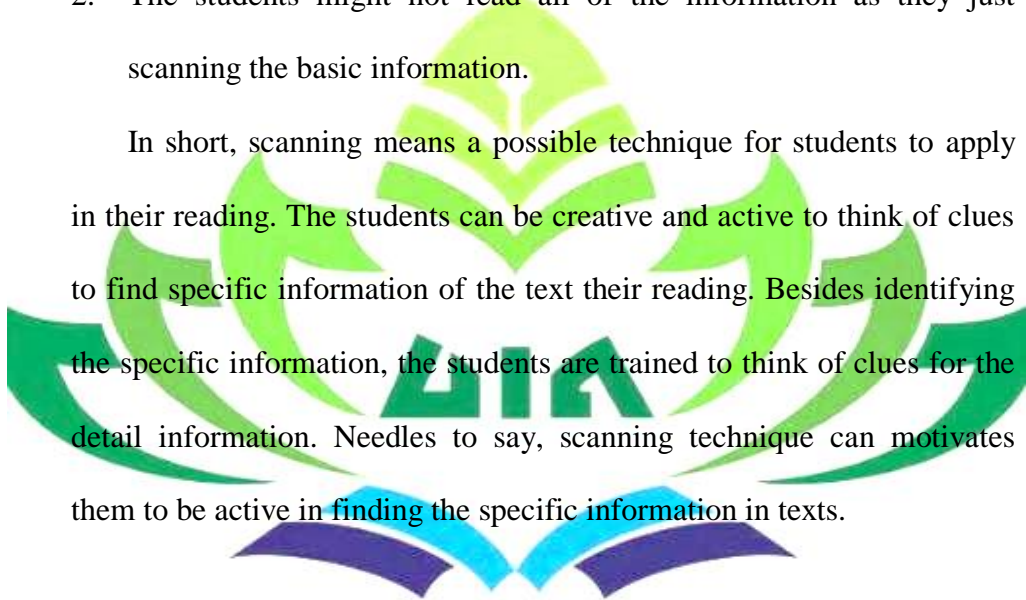
1. The students are able to get the information quickly, directly and specifically.
2. The students are trained to run their eyes over a text quickly in order to locate specific information.
3. The students are practiced to think of clues to find the specific information.

4. The students are stimulated to be creative and active in both asking and answering the question about specific information and clues related to the texts

Disadvantages:

1. Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.
2. The students might not read all of the information as they just scanning the basic information.

In short, scanning means a possible technique for students to apply in their reading. The students can be creative and active to think of clues to find specific information of the text their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information. Needless to say, scanning technique can motivates them to be active in finding the specific information in texts.



## **G. Teaching Reading by Using Skimming and Scanning Technique**

### **1. Concept of Teaching Reading by Using Skimming and Scanning Technique**

#### **a. Teaching Reading by Using Skimming Technique**

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several depending on one's reason for reading. Students will never read efficiently



unless they can adapt their reading speed and technique to their aim when reading.<sup>54</sup>

Careful reading when it is done in a very long passage would be boring and wasting time. Particularly, when the reading is aimed to answer some questions testing on the students' comprehension of the text, it would be ineffective if they still use careful reading. Skimming can be used in this kind of case. Skimming to get an overview is an important skill for students. They will find that more reading will be assigned and suggested to them than is humanly possible to read intensively. However, be certain that they do not skim materials that require careful reading.

Skimming should probably not be done competitively, as more is involved than eye movements. Students can be asked to locate facts that are expressed in sentences rather than in single words; or they can be asked to say briefly what the text is about, or given specific questions that can be answered by glancing quickly through the text. Answer the questions following the text, the students can answer by glancing quickly over the surface of the text, reading selected important parts rapidly in order to get an overview of content and organization. Teaching reading using skimming technique are follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether

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<sup>54</sup>Grellet, F. Developing Reading Skills. Cambridge: Cambridge University Press, 2002), p. 17

they read every word and if they read in strict order when making such a decision in their mother tongues.

2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.
3. Distributing comprehension questions and the text to the students.
4. Making a special point to the students by first read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph to find main idea of the text.
5. Asking the students to use the texts to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so)
6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g. finding a destination, they would like to visit. Once again asking the student to do the exercise by skimming and not reading each word.

### **b. Teaching Reading by Using Scanning Technique**

Classroom reading is aimed at helping students develop in reading scanning technique. They are needed to read more effectively in various types of texts. The researcher administrates a classrom activity, which is aimed at reading practice focusing on scanning technique. The activity include comprehension questions is used as cues for scanning technique; it is a good

idea to do some awareness rising of the various types of reading skills that they use naturally in their mother tongue.<sup>55</sup> The activities are as follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if they read in strict order when making such a decision in their mother tongues.
2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.
3. Distributing comprehension questions and the text to the students.
4. Making a special point of asking students to complete the exercise by first reading the question and then scanning for appropriate answer.
5. Asking the students to use the texts to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so).
6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g. finding a destination, they would like to visit. Once again asking the student to do the exercise by scanning and not reading each word.

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<sup>55</sup>Beare, K. *Reading Comprehension Skill Scanning*. Available at <http://els.about/library/lesson/blscn.htm> (accessed on December 28<sup>th</sup> 2018)

## 2. Procedures of Teaching Reading by Using Skimming and Scanning Technique

The procedure of teaching reading according to Alyousef are:

Pre-reading:

- a. Giving the pictures related to the topic, the teacher bring a pictures. It isso brainstorm and begin them with the topic will be discussed.
- b. Asking their arguments or comments about the topic. So each students can give the comment about the topic that have been brainstormed. In intended to correlate students' schemata with the topic of texts that would be presented.

While-reading:

- a. Doing short awareness rising session by asking the students how they went about making decision based on short articles. Focusing on whether they read every it also made the students aware of the purpose of their reading and text characteristics or text types they will read.
- b. Reminding them that this process is the same as mother tongue and donot require that they understand every word perfectly. It was done to make the students familiar with accustomed to the process that they usually do in their mother tongue.
- c. Distributing questions (multiple choice) and asking the students to understand the question. Intended to make the students recognize and comprehend which specific information in the texts.

- d. Giving the texts to the students as the concept skimming or scanning or technique, the students have their questions or purpose to be answered before they read the texts.
- e. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.
- f. Asking the students to use the schedule to answer questions. To increase difficulty adding timing element (this should help students who insisted on understanding every word not to do so).

#### Post-reading

- a. Extend activity by bringing in a number of texts, short articles (monologue texts) and functional texts concerning travel, entertainment, hobby or similar activity and asking the students to complete a given task e.g. finding the activity to spend their holiday as their hobbies. Once again, asking the students to do some exercise by skimming and scanning technique and not reading each word. It was intended to make the students understand and aware of skimming or scanning or technique procedures well. By this, they will recognize the advantages of the technique. Practically, they used to scan the texts when they wanted to identify the specific information.<sup>56</sup>

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<sup>56</sup> Alyousef, H.S. 2005. *Teaching reading Comprehension to ESL?EFL Learners. The reading Matrix* Vol.5, No. 2, September 2005.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research use a descriptive qualitative research method with a case study approach. A Descriptive qualitative research that produces descriptive data in the form of written words or oral from the subject, an insight into the case of language anxiety in learning English. According to Fraenkel and Wallen, a case study is a qualitative study approach that studies a single individual, group or important example to formulate interpretations to the specific case or to provide useful generalization.<sup>57</sup> Therefore, the study case approach to study particular students in an attempt to understand the case of language anxiety. One identifier of qualitative research is the social phenomenon being investigated from the participant's viewpoint. There are different types of research designs that use qualitative research techniques to frame the research approach. This study is followed by discursive analysis derived from discourse analysis above in form of the narrow scope of the survey.

Qualitative research aims to explain the phenomenon in depth through the collection of data as deep. This study do not prioritize the size of the population or sampling, even the sampling is very limited. If the collected data

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<sup>57</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2009), p.13

is deep and can explain the phenomenon studied, then no need to look for another sampling.

Qualitative research is more pressing on the problem of the depth (quality) of data rather than the amount (quantity) of data. Qualitative research is a study that intends to understand the phenomenon of what the subjects of learning such as behavior, perception, motivation, actions etc., holistically, and by way of description in the form of words and language, in a special context natural by utilizing various natural methods. Therefore, qualitative research is subjective and results are more casuistic, not generalizable. The research design may change or be adapted to the development of research. The researcher is an integral part of the data, meaning that the researcher participates actively in determining the desired data type.

## **B. Research Subject**

In this research, the subjects were English teacher and the students of eleventh grade at MA Muhammadiyah Bandar Lampung in academic year 2019/2020. Which consists of 42 students divided into two classes. In this case, this research were choosing one of the two classes of eleventh grade who gets the lowest average score of the subject of English in reading scores, it shows that XI IIS the class who have a minimum score, some even below average more than the other class of the eleventh grade. This class exists for 23 students. The reason why this research chose classes that have low scores

because want to know why students have low grades in reading used Skimming and Scanning Technique.

### **C. Research Procedure**

In this research, use the procedure of the research as follows:

1. Determining the subject of the research. The subject is the eleventh grade students of MA Muhammadiyah Bandar Lampung in academic year 2019/2020 and the English teacher. Then, take one class and an English teacher out.
2. Came to English teacher to ask permission to analyse the problem in reading comprehension use Skimming and Scanning Technique, suitable with the preliminary research before.
3. Doing observations to the teacher and students and taking notes any problems take during the teaching and learning process.
4. Doing the interview. The teacher were interview about teaching using Skimming and Scanning Technique.
5. Giving the questionnaires to the teacher and observe the students answer sheet.
6. Finally analysing the data. Analysed the notes of the observation, interviews and the answer from the questions.

## **D. Data Collecting Technique**

In this research, there were some steps that applied with intention of gaining the data from beginning until end of teaching learning process. The steps were as follows:

### **1. Observation**

Observation is a way of collecting data in the research. According to Marshall in Sugiyono, through observation got learns about behavior and the meaning attached to those behaviors.<sup>58</sup> It means that observation is proper to be used this research, which relate with teaching learning process, students' activity, and problem, which may arise. In this research, observer was not involved directly in the classroom activity. In this case only took notes, analyzed and made inference about object under study.

### **2. Interview**

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. It means that interviewing provides a mean to gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation. The interview was used in collecting the data from the teacher. Enquire the opinion of the activity in teaching learning process including problem in teaching reading to

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<sup>58</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.226

the teacher. The intended of interview was to gain deeper understanding from the teacher of students' problem in reading.

### 3. Questionnaire

Questionnaire is a list of questions used to get data from the Source directly through a process of communication or to ask questions. The questionnaire given to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, could found out the students respond toward the teaching and learning process. The aim was to find out the problems faced by the students in learning reading comprehension by using skimming and scanning technique.

### E. Research Instrument

Based on Sugiyono data collecting technique is the first main step in the research because the main purpose of the research is to get the data.<sup>59</sup> In order to collect the data, there are used three steps, was conducted data collecting technique in qualitative research design. There are observing, interview and questioner. The steps are the follows:

#### 1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.<sup>60</sup> In this

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<sup>59</sup>Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 306

<sup>60</sup>John W. Creswell, *Educational Research*, New York: Pearson Educational, 2002, p.



research, not involved directly in the classroom activity, as the observer than observe the learning activity in the classroom to get the data. Only find the problem and take a note during teaching learning than analyse and make a conclusion about the object in this research. Was an observed the process during teaching learning in reading comprehension by using Skimming and Scanning Technique. The specification in this research as follows:

**Table 3.1**  
**The specification of Observation Checklist**

<b>Subjects</b>	<b>Pointer(s)</b>
Pre-activity	1. The teacher open the class.
	2. The teacher gives brainstorming to the students.
	3. The teacher gives pictures related to the topic.
	4. The teacher asks the students argument about the topic.
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.
	6. The teacher remind the students that this process is the same as mother tongue and donot require that they understand every word perfectly.
	7. Distributing questions (multiple choice) and asking the students to understand the question.
	8. Giving the texts to the students as the concept skimming or scanning ortechnique.
	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.

	10. Asking the students to use the schedule to answer questions.
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).
	12. The teacher close the meeting.

## 2. Interview

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>61</sup> Interviewing provided the researcher a mean to gain deeper understanding of how the students interpret a situation or phenomenon that can be gain through observation. The interview used in collecting the data from the teacher. Than asked the teacher about his opinion of the activity in teaching and learning process including the problem in teaching reading. The intended of interview to gain deeper understanding from the teacher of students' problem in reading.

**Table 3.2**

### **Interview Guideline for the Teacher**

<b>Aspect(s)</b>	<b>Indicator</b>	<b>No Item</b>
Teacher's problems	The difficulties in explaining skimming and scanning technique in reading comprehension	1
	The difficulties in giving instruction to	2

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<sup>61</sup>Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, (Bandung; Alfabeta, 2013), p. 188

	students to read carefully so that they can comprehension and find the main idea of the text.	
	The difficulties in providing to help and give feedback to students.	3
Students' problems	The difficulties in receiving the material by using skimming and scanning technique.	4
	The difficulties in skimming and scanning the text to find the main idea	5

### 3. Questionnaire

Questionnaire is a list of questions use by the researcher to get the data from the source directly through a process of communication or to ask questions.<sup>62</sup> Gave questionnaire to the students in order to know the further opinions and to know the aspect of that may influent the students learning process and to confirm the answer given by their teacher. From collecting the data through questionnaire that found out the students respond toward the teaching and learning process. Distribute the questionnaire after the process of teaching reading by using Skimming and Scanning Technique. The guideline of the questionnaire can be described as follows:

**Table 3.3**  
**Questionnaire Guideline for the Students**

No	Components of Questionnaires	No Item
1	To know the students' opinion about using skimming and	1, 2, 3

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<sup>62</sup>*Ibid*, p. 192

	scanning technique in learning reading	
2	To know the students' problem in learning reading using skimming and scanning technique	4, 5

## F. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form the research. According to Miles and Huberman there are three major phrases of data analysis: data analysis data display, and conclusion drawing or verification.<sup>63</sup> Data analysis conducted to create an understanding of the data and to enable presented the result of this researcher to the reader.

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in writing field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>64</sup> The data that contain of observation on teaching learning process, interview to the teacher and questionnaire to the students.

### 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended

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<sup>63</sup>Matthew B. Miles, A. Michael Huberman & Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, (Thousand Oaks: Sage Publications, 2014), p. 12

<sup>64</sup>Ibid, P.11

piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>65</sup> By analyzing the data, will be find the problem. From display the data, get the conclusion in order to answer all about the research questions in this research.

### **3. Conclusion Drawing and Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>66</sup> In this step, draw the conclusion and verified the answer of research question that have been done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, get the conclusion about teaching and learning reading using skimming and scanning technique.

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<sup>65</sup>Ibid

<sup>66</sup>Ibid



## F. Trustworthiness of Data Analysis

In qualitative research, trustworthiness is become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically apply in quantitaive research.<sup>67</sup> Qualitative inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., document and interviews) in descriptions and themes in qualitative research.<sup>68</sup>

According to Cohen and Manion in Setiyadi, there are several kinds of triangulation as follows:

### 1. Time Triangulation

a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection carried out from the same group with different time.

b. Longitudinal triangulation is the data collected from the same group at different times.

### 2. Place triangulation

For more accurate data collection in order to be able to use different places for similar data.

### 3. Theory triangulation

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<sup>67</sup>Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, Los Angeles: Sage Publications Inc, 2008, P.895

<sup>68</sup>John W. Creswell, Op. Cit, P. 259

Researcher collect the data based on different theories.

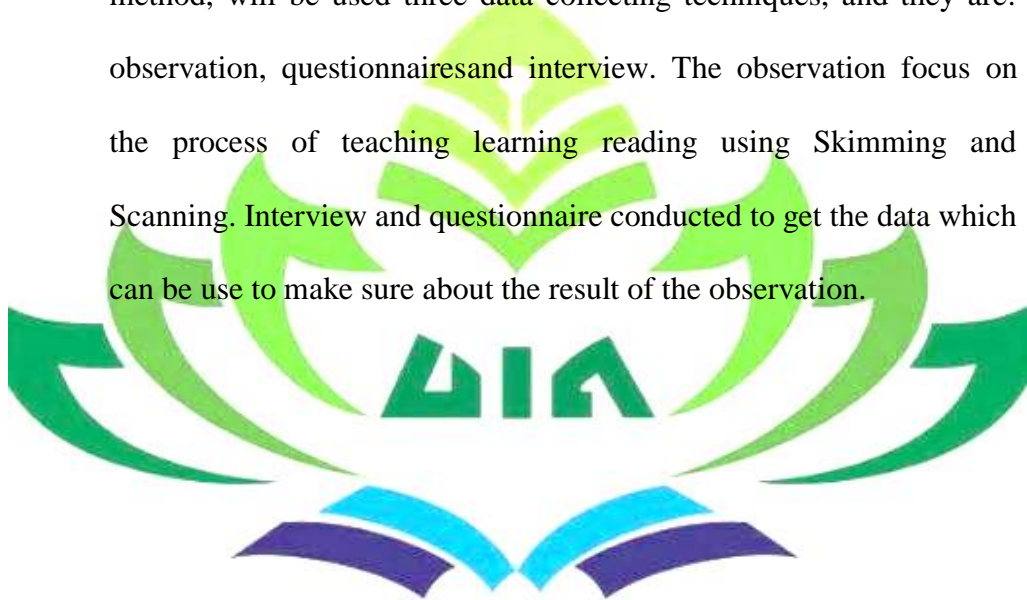
4. Method triangulation

Researcher use different methods for collecting similar data

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.<sup>69</sup>

In this research, use triangulation of method. In triangulation method, will be used three data collecting techniques, and they are: observation, questionnaires and interview. The observation focus on the process of teaching learning reading using Skimming and Scanning. Interview and questionnaire conducted to get the data which can be use to make sure about the result of the observation.



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<sup>69</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif Cetakan Pertama*, Yogyakarta: Graha Ilmu, 2006, P.94

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedure**

In this research would like to know the process of using Skimming and Scanning Technique in teaching and learning reading, and problem faced by the teacher and students by using observation, interview and questionnaire as research instruments.

Observation was used to know the process of teaching and learning reading and the problems faced by the teacher and student. Interview was used to know the problems faced by the teacher in teaching reading. Questionnaire was used to know the problems faced by the students in learning reading.

In observation, the teacher and students in the process of teaching and learning reading. Then, interviewed the teacher to find out her responses and problems faced by the teacher in teaching reading using Skimming and Scanning Techniques. And the next instrument was a questionnaire. Gave questionnaire to students after teaching and learning, the questionnaire was aimed to find out the students' problems in learning reading using Skimming and Scanning Techniques.

The research was conducted to the eleventh grade students at the first semester of MA Muhammadiyah Bandar Lampung in the academic year of 2019/2020. The researcher conducted the preliminary research on January 8th

2019 and research from August 5th to August 13th 2018. In this research, included the date or planned schedules of work as follows:

1. On January 8th, conducted the preliminary research in MA Muhammadiyah Bandar Lampung.
2. On August 5th, met the headmaster and got permission to do research at MA Muhammadiyah Bandar Lampung.
3. On August 5th, met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On August 12th, conducted the observation in the class.
5. On August 13th, conducted questionnaire in the class and also interviewed the English teacher.

## **B. The Report of Observation**

The observation was conducted to know the process of teaching and learning reading using Skimming and Scanning in one meeting. The meeting was about reading activities. The purpose of reading activities here was to observed the process of teaching and learning reading specifically the students and teacher's problems during teaching and learning reading. In the observation process, prepared an observation checklist, and took the observation field notes about the teaching procedure. All notes of the meeting were from the teacher and students and taken from entering the class until finishing the teaching learning process. The data of observation had been identified as described in the following discussion.

This research was conducted on August 12th, 2019 in the afternoon. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching learning reading using Skimming and Scanning Technique in the meeting was as follows:

#### Pre-reading

- a. Giving the pictures related to the topic. E.g. the topic was about film and movie, the teacher brought pictures of students' favorite movie stars. It is so brainstorm and begin them with the topic would be discussed.
- b. Asking their arguments or comments about the topic. So each students could give her/his comment about the topic that had been brainstormed. In intended to correlate students' schemata with the topic of texts that would be presented.

#### While-reading

- a. Doing short awareness rising session by asking the students how they went about making decision based on schedule, short articles, e.g the schedule of their favorite movie on TV (time, day). Focusing on whether they read every it also made the students aware of the purpose of their reading and text characteristics or text types they would read, e.g. schedule included in functional texts and their purpose was to know the schedule of TV program.
- b. Reminding them that this process was the same as mother tongue and did not require that they understood every word perfectly. It was done to make the students familiar with accustomed to the process that they usually did in their mother tongue.



- c. Distributing questions (multiple choice) and asking the students to understand the question. It was intended to make the students recognize and comprehend which specific information in the texts.
- d. Giving the texts (TV schedule) to the students as the concept scanning or skimming technique, the students had had their questions or purpose to be answered before they read the texts.
- e. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.
- f. Asking the students to use the schedule to answer questions. To increase difficulty adding timing element (this should help students who insisted on understanding every word not to do so).

#### Post-reading

- g. Extend activity by bringing in a number of texts i.e. short articles (monologue texts) and functional texts concerning travel, entertainment, hobby or similar activity and asking the students to complete a given task e.g. finding the activity to spend their holiday as their hobbies. Once again, asking the students to do some exercise by scanning or skimming technique and not not reading each word. It was intended to make the students understand and aware of scanning or skimming technique procedures well. By this, they would recognize the advantages of the technique. Practically, they used to scan the texts when they wanted to identify the specific information.

Based on the data that taken in observation, the process of teaching and learning reading using Skimming and Scanning Technique was quite effective. The teacher taught the students based on the theory. Nevertheless, there were some steps that skipped in teaching and learning process, here were some steps that skipped in teaching and learning process:

**Table 4.1**  
**Observation Report**

No	Subjects	Pointer(s)	Yes	No	Note
	Pre-activity	3. The teacher open the class.	✓		The teacher opened the class by greeting to the students.
		4. The teacher gives brainstorming to the students.	✓		The teacher gives brainstorming to the students.
		5. The teacher gives pictures related to the topic.	✓		The teacher gives some pictures related the topic that that would be discussed.
		6. The teacher ask the students argument about the topic.		✓	The teacher did not ask to the students argument about the material.
	Main-activity	7. The teacher awareness rising session by asking the students how they went about making decision based on short articles.		✓	The teacher did not awareness rising session by asking the students how they went about making decision based

					on short articles.
		The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	✓		The teacher tells and remind to the students that the process did not require that they understand did not read the text by each word.
		Distributing questions (multiple choice) and asking the students to understand the question.	✓		The teacher distributing questions (multiple choice) and asking the students to understand the question related the text.
		Giving the texts to the students as the concept skimming or scanning technique.	✓		The teacher gave to the students some text as the concept skimming or scanning technique.
		Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	✓		The teacher made a special point of asking students to complete the exercise by read the text and then using skimming and scanning technique for the appropriate answer.
		Asking the students to use the schedule to answer questions.		✓	The teacher did not asked the students to use the schedule to answer questions.
	Close-	Extend activity by bringing		✓	The teacher did not

	activity	in a number of texts, short articles (monologue texts).			extend activity by bringing in a number of texts, short article (monologue texts).
		The teacher closed the meeting.	✓		The teacher closed the meeting by greeting to the students.

Based on the display of observation sheet, it was found that the teacher did not apply all the steps well. In main activity, the teacher explain about narrative text, how to skimming and scanning technique and ask the students kind of narrative text before reading the text, so the students did not conducive because they were very noisy, they conversed with their friends and did not focused to hear the teacher. Then, the teacher did not correction the exercise that students finished, just gave the text and ask the student to answer the exercise related the text.

Moreover, the teacher also gave the original text to the students, but did not discuss and made correction to the students' task, so the students did not know what the exercise that they finished was correct or not, because usually the students were confused to answer the questions if the teacher did not discuss about it. Furthermore, when reconstructed the text, the teacher did not ask the students do individually, so several students were busy with the task, and the other students were busy to ask with their friends.

The students were having some problems in vocabulary; most of students had difficulty to know the meaning of words so it could hamper the student

when read the text. Some of the students were passive, they looked did not interest in teaching learning process.

### C. The Report of Interview

The interview was composed based on the stages of teaching reading, teacher's problems in teaching reading. The interview was intended to find out the teacher's opinion about the activity in teaching and learning reading process and the problems in teaching reading comprehension by using Skimming and Scanning Technique.

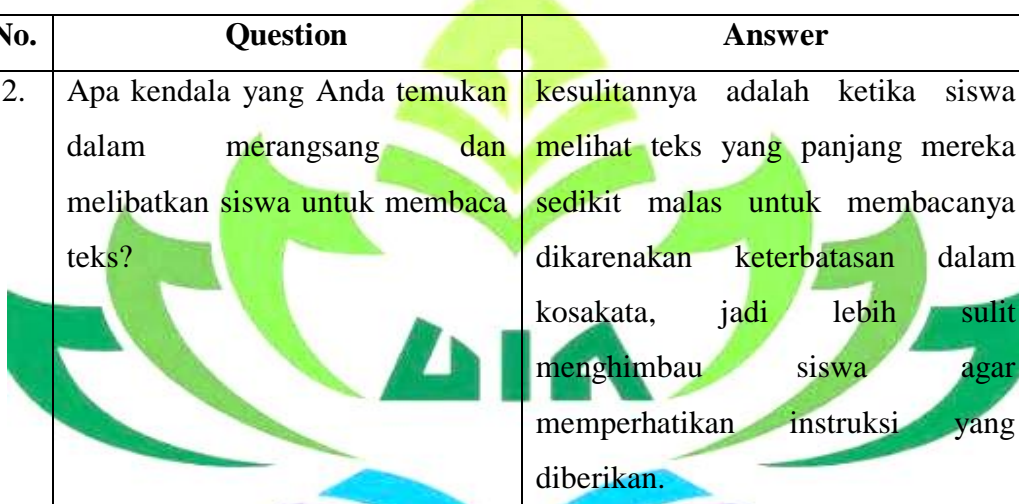
There were five questions that asked to the teacher about the problems and her opinions in teaching reading comprehension by using Skimming and Scanning Technique. The first was about the problems in teaching reading comprehension. And the second was about teacher's opinion in teaching and learning reading comprehension by using Skimming and Scanning Technique.

It can be seen in the dialogue below:

No.	Question	Answer
1.	Apa masalah yang Anda temukan dalam menentukan bahan bacaan?	Saya mengambil teks bacaan dari buku bahasa inggris yang atau artikel. Siswa memiliki kendala dalam membaca teks bahasa inggris sehingga membuat siswa agak sedikit kesulitan dalam memahami suatu teks.



The statement above showed that the teacher had difficulty in teaching. The teacher had used reading text material from textbook. In the textbook that she used, there were many of long text. Many of her students were weak readers. It would be harder for them. The teacher did not use varied text. Therefore, the students had low interest and motivation in learning reading comprehension.



No.	Question	Answer
2.	Apa kendala yang Anda temukan dalam merangsang dan melibatkan siswa untuk membaca teks?	kesulitannya adalah ketika siswa melihat teks yang panjang mereka sedikit malas untuk membacanya dikarenakan keterbatasan dalam kosakata, jadi lebih sulit menghimbau siswa agar memperhatikan instruksi yang diberikan.

The data above showed that the students had lack in vocabulary, that the students had different ability in reading, the teacher should be guided them one by one. So, that they felt confused when they heard the text that teacher read.

No.	Question	Answer
3.	Bagaimana Anda memodifikasi pertanyaan atau latihan untuk menarik minat siswa dalam	Saya selalu menggunakan pertanyaan atau latihan hanya dari

	belajar pemahaman membaca?	buku atau LKS. Saya tidak membuat soal sendiri kecuali ulangan atau semacamnya.
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From the statement above, the teacher found difficulty when she make sure whether the students read the text or not. Because many of students made noisy in reading class. They tended to enjoy fun activities without being serious in learning like reading a text in a textbook.

No.	Question	Answer
4.	Apa kesulitan anda dalam memberikan bantuan timbal balik kepada siswa saat belajar reading menggunakan skimming and scanning technique?	Harus membimbing siswa satu persatu karena minat baca mereka yang rendah dan keterbatasan kosakata sehingga sangat lambat dalam membaca. Tapi saya sering tidak memberikan timbal balik kepada siswa.

From the statement above showed that the teacher had difficulty in giving feedback for the students. The students read the text and understand the text very slowly. So, the students did not focus to follow the directions and the teacher had to control students one by one to explain about the text. It made the teacher did not have time to give feed back to the students.

No.	Question	Answer
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5.	Apakah ada standard dalam penilaian? Apa kesulitan anda dalam menggunakan skimming and scanning technique?	Ada standard dalam penilaian. Kemampuan membaca dalam teks bahasa inggris siswa yang sedikit rendah sehingga membuat siswa agak sedikit kesulitan dalam memahami suatu teks.
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From statement above, it could be concluded that according to the teacher there were some problems faced by the students in learning reading comprehension using Skimming and Scanning Technique, such as: the students had difficulty to follow teacher's direction, they read the text very slow, and they could not make inference correctly.

From the result of interview to the teacher, concluded that teacher applied was running well although there were some weaknesses in many sides. It meant that the teacher competence in teaching, it can be seen from how the way the teacher explained the material, and the teacher had difficulties in applying the steps of teaching reading comprehension by using Skimming and Scanning Technique. Many of the problems that faced by teacher and the students. It can be explained as follows:

**Table 4.2**  
**Interview Result**

No.	Problems
1.	Teacher had problem in determine the reading material or text selection.
2.	Teacher had problem in stimulating and engaging the students to read the text, whether they read text or not.
3.	Teacher had problem in designing or modifying the question and the exercise to engage students' interest in learning reading comprehension.

4.	Teacher had problem to give a feedback for the students in the process of teaching reading comprehension.
5.	In learning reading comprehension by using Skimming and Scanning, the students had problem to follow teacher's direction and also they read the text slowly, it made they could not make inference correctly.

#### D. The Report of Questionnaire

The questionnaire to support the observation and interview data. The questionnaire consisted of six questions. Based on the questionnaire filled by the students, could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning reading comprehension and also the students' practice in learning reading. It was intended to find out the problems faced by the students in learning reading comprehension by using Skimming and Scanning Technique.

Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in table below:

No.	Question	Answer	Number of Students	Percentage
1.	Apakah anda kesulitan untuk memahami arti kata saat membaca teks?	Ya	14	60,9%
		Tidak	9	39,1%
Total			23	100%

The data showed that 39,1% students did not have difficulty to understand the meaning of words. Besides, the students searched the meaning of the words in the dictionary or asked the teacher and their friend to find the

meaning of the words. However, it showed that 60,9% students were difficult to understand the word because they did not know about the meaning of word and had poor memory or vocabulary.

No.	Question	Answer	Number of Students	Percentage
2.	Apakah anda memiliki kesulitan untuk memahami arti dari kalimat ketika membaca teks?	Ya	17	73,9%
		Tidak	6	26,1%
Total			23	100%

From the data number 2 showed that 73,9% students felt difficult to understand the meaning of sentences. It showed that, the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences. Their reason indicated that they still asked the teacher and their friends to know the meaning of the sentence in the text. Besides, most of students felt difficult to understand the meaning of sentences. Thus, it was the students' problems in learning reading.

No.	Question	Answer	Number of Students	Percentage
3.	Apakah anda perlu waktu lama untuk membaca dan memahami teks?	Ya	18	78,2%
		Tidak	5	21,8%
Total			23	100%



The data above showed that 78,2% students had difficulty to read text quickly. Besides, most of them had to read a text slowly to comprehend the meaning of the text. From the essay that they wrote, most of them said that they were difficult to understand the text. It meant they spent more time to get the right answer. However 21,8% of students said they were not difficult to understand the meaning because the students felt interest with the story of the text. Thus, it could be concluded that slow in reading was one of students' problems in learning reading.

No.	Question	Answer	Number of Students	Percentage
4.	Apakah anda mengalami kesulitan dalam membaca teks secara akurat untuk memahami inti dari sebuah teks?	Ya	15	65,2%
		Tidak	8	34,8%
Total			23	100%

The data showed that 65,2% students felt difficult to comprehend the gist of the text. It was indicated that the students less accurately to comprehend text by using Skimming and Scanning Technique. From the essay most of students said difficult to understand the gist of the text. It showed that 34,8% of students were not difficulties reading the text accurately to understand the gist of the text because they focused on using the technique and getting the information as well, to know the gist of text from the text. Thus, it was the one of students' problem.

No.	Question	Answer	Number of Students	Percentage
5.	Apakah anda memiliki kesulitan untuk menghafal kata atau inti dari teks yang telah and abaca sebelumnya?	Ya	17	73,9%
		Tidak	6	26,1%
Total			23	100%

Based on the data, there were 76,2 % students had problem to memorize word, sentence and the text that they had been read before. Beside, 23,8 % students did not have problem to memorize word, sentence and the text that had been read before. It meant that most of the students had difficulty in working memory of the text.

The question number six was essay. This is students' opinion about learning reading comprehension by using Skimming and Scanning Technique. From the data, it could be concluded that students' opinion were varies. Some of them said that they enjoyed in reading a text when use this technique. But the other said that they confused to use this technique in reading activity.

The last number, the students mentioned their difficulties in learning reading comprehension. The problems were the students did not like English because they felt English was difficult, they did not understand the text because they had lack of vocabulary. And they said that they had difficulty to follow teachers' direction. Therefore, they did not understand the text as well.

It could be seen from the result of questionnaire that the students had difficulties in learning reading comprehension by using Skimming and Scanning Technique at MA Muhammadiyah they were as follows:

- a. Some of the students had difficulty to get the meaning of the words and sentences when read a text. They had to open a dictionary to know the meaning of the word accurately, and get more time to get the meaning of the text. From question number 1 and 2, it showed that students did not know the meaning of the words and the sentences. Therefore, they felt difficult to understand the text. It wasted many time to know the meaning of text accurately, it showed from the question number 3.
- b. Some of students had difficulty in comprehend the text because they had limited vocabulary. Moreover, they did not read text quickly to understand the meaning and to understand the gist of the text. It seemed from the question number 4 and 5.
- c. From the essay the students felt difficult in vocabulary mastery, understand meaning of words, sentences, paragraph and also whole of the text to get the information of the text accurately. Especially, in learning reading the students said they had problem to follow teacher's direction.

#### **E. Discussion of Finding**

In this part, would like to discuss about the finding of the process of teaching and learning reading comprehension by using Skimming and Scanning Technique as the first formulation of the problem this research.

Beside the process of teaching and learning, would discussed the teacher's and the students' problems in teaching and learning reading comprehension by using Skimming and Scanning as the second and the third formulation of the problem. The participants of this research, they were the English teacher and the students of eleventh grade in XI IIS class of MA Muhammadiyah in the first semester in the academic year of 2019 / 2020.

Based on of the research, it was found that there were the teacher did not apply the technique based on the theory of the experts. The teacher modified the technique in main activity. The teacher directed the students to answer the question that the teacher asks before activity was begun. Whereas, it could be influence the process of teaching and learning, because the students will become noisy with their friends. The students became busy with their friends like chatting and laughing. They did not focus to hear the teacher explain the material. Besides that, because the students did not focus to hear the teacher, automatically the students did not understand the procedure. So they felt confused when reading the text and answer the questions. Then, in the stage of analysis and correction, the teacher did not correction about the students' task. The teacher also did not give the correct answer to the students.

**a. Process of Teaching and Learning Reading Comprehension by using Skimming and Scanning Technique**

Teaching reading comprehension by using Skimming and Scanning Technique was assumed could help the students in learning reading

comprehension. But, the teaching learning process was still less effective and not maximal. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research expected to see the teaching and learning process and the problems in teaching learning by using Skimming and Scanning.

The observed of teaching learning process that was done by the teacher in one meeting. The classroom atmosphere in teaching learning reading were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction. This research was conducted three times including observing the teaching and learning process by using Skimming and Scanning Technique, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, could be assumed that teaching learning reading comprehension by using Skimming and Scanning was still less effective and maximal. There were many problems that could not manage well by teacher despite the teacher had followed the procedure well, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in Skimming and Scanning Technique sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. She only discussed



the material without discussed about the students' difficulties in learning reading.

There were some steps that skipped in teaching and learning process, the teacher did not ask the students thoughts and takes notes on their activity about their opinion related to the topic. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading. By it reason, the teacher should be able attract students' interest in learning reading.

Based on the explanation above, the process of teaching and learning reading was quite good. It can be seen, from the procedure of teaching that suitable with the procedure and also the guideline. Although there were some steps that skipped by the teacher. And also there were many obstacles faced by teacher and her students that made the teaching learning process were not maximal. But, it did not give the big influence for teaching and learning process, the process could be done properly.

#### **b. Problems Faced by Teacher in Teaching Reading Comprehension by using Skimming and Scanning Technique**

Besides, the problems of teaching reading comprehension are:

1. Teacher had difficulties to calm and handle the students that seemed to noisy during the activity.
2. Teacher has problem to modify the exercise to engage students' interest.

3. Teacher has problem in stimulating and engaging the students to read the text.
4. Teacher did not give meaningful feedback to the students.
5. The teacher did not give assessment with the proper standard.

Having conducted the research, the problems during the applying skimming and scanning technique in teaching reading. They are as follows:

1. Teacher had difficulties to handle and control the students in the class.
2. Teacher had problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
3. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
4. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.
5. Teacher had problem to manage the times.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the teacher, even though there was a problem that did not happen in teaching reading by using Skimming and Scanning Technique. In addition, there were more problems that happen in teaching reading by using Skimming and Scanning Technique.

**c. Problem Faced by Students in learning Reading Comprehension by using Skimming and Scanning**

Besides, the problems of learning reading comprehension are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.
3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.

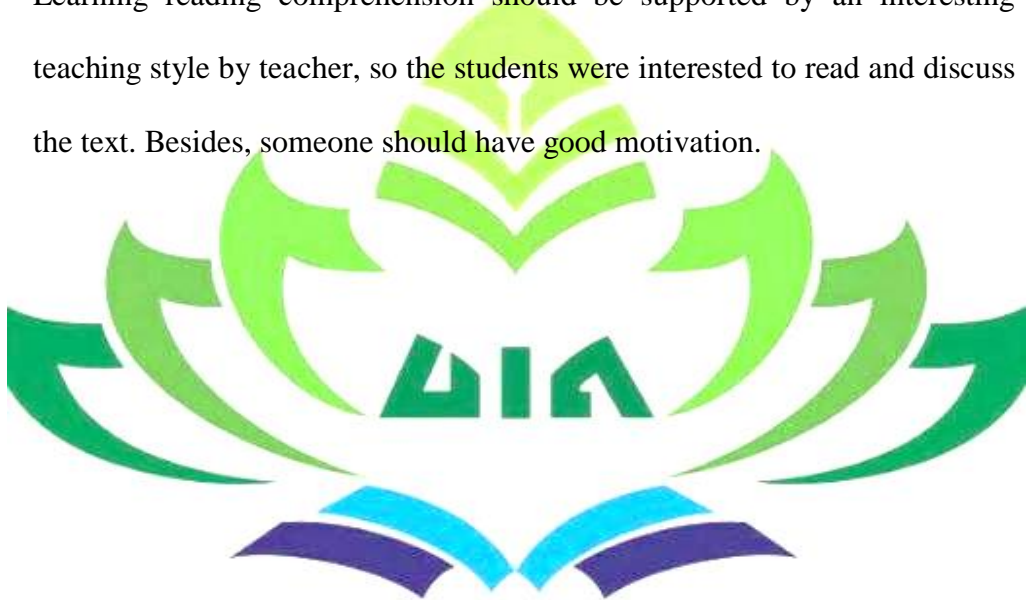
Having conducted the research and found the problems during the applying of Skimming and Scanning in learning reading. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Student had habit of slow reading.
4. Students had problem to get main idea of the text and to figure out the inference of the text.
5. Students had problem in working memory to remember the text.
6. Students had problem to follow teacher's direction.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there

were more problem that happen in learning reading by using Skimming and Scanning. The researcher concluded that the English teacher could do the steps in teaching and learning reading comprehension well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting teaching style by teacher, so the students were interested to read and discuss the text. Besides, someone should have good motivation.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

After collecting the data and analyzing the result of the research, could draw some conclusions and suggestions in teaching and learning reading by using Skimming and Scanning Technique.

#### A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process by using Skimming and Scanning Technique was still less effective and not maximal. It happened because there were some steps that skipped by the teacher. There were many problems faced by the teacher and the students during the process of teaching and learning reading by using Skimming and Scanning Technique.
2. The problems faced by teacher in teaching reading by Skimming and Scanning Technique were :
  - a. Teacher had problem to choose teaching material in teaching reading.
  - b. Teacher had problem to design or modify the question and the exercise to students in teaching reading.
  - c. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
  - d. Teacher had problem to give meaningful feedback or reflection for the students in the process of teaching reading comprehension.



- e. Teacher had problem to manage the times.
  - f. The teacher had problem to give instructions with soft voice during teaching reading.
3. The problems faced by students in learning reading comprehension by using Skimming and Scanning Technique were:
- a. The students have not good vocabulary mastery.
  - b. The students had problem to decode words and sentence.
  - c. The students had slow reading.
  - d. The students had problem in making inference.
  - e. The students had problem in working memory to remember about the text.
  - f. The students had problem to follow teacher's direction.

## **B. Suggestion**

Considering the result of the research, would like to give some suggestions as follows:

### **1. For the English Teacher**

- a. The teacher should prepare the material well before she teaches and she must find the other teaching material in many sources like internet, books, magazine and another source that match with the students' situation. So it can make the students easier and more interested to read the text. Besides, she must follow all of the procedure of teaching reading well by modify her lesson plan and match it with the students' situation so the teacher has time to do all the steps.

- b. The teacher should modify the question and the exercise to students in teaching reading comprehension to make them easier to understand. She must make the question by herself not only take from the book so the question will appropriate with her students.
- c. Always give the students homework to practice reading in their home to increase their speed of reading and their vocabulary.
- d. The teacher supposed to give feedback and does reflection for the students. She should pay attention when she uses the time in teaching reading. So it can make her has the time to ask the students about the material and make the conclusion.
- e. The teacher should manage time as good as possible so that the implementation of strategy running well and success. She should make the students focus on the teaching-learning process. For example, she must give a minus score for the noisy students. So they will not be noisy. And the teacher does not have to control the students one by one. It makes time will running well.

## **2. For the Students**

- a. The students should look vocabulary after they find difficult word in reading. So it can make them curious with the meaning and finally remember about meaning of the word.

- b. The students should study more about grammar. It can make them easier to making meaning from a sentence. So the students should making meaning from one sentence full not from word by word.
- c. The students should build habit in reading by read some interesting book or story. So it can make them love and continue to reading.
- d. The students should focus when reading a text, so it can make them easier to get the gist of the text.
- e. The students should read the text carefully and must imagine the story in the text when they read a text. So they will easier to remember the text.
- f. The students should focus when study English. They should not chat with others or be noisy during teaching and learning process. So they can focus to hear and follow the teacher's direction.

### **3. For other Researchers**

The next, can conduct a study about teaching reading with other technique that make students enjoy and effective in learning reading to increase their reading comprehension. For example the others strategies, Synthesizing and others those will take shorter time implementation in teaching reading.

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# APPENDICES

